



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Administration of Programs for Young Children II

**Course Prefix and Number** – CDEC 2328

**Department** – Education and Early Childhood

**Division** – Technology and Business

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #**    **3:2:2**

**Equated Pay hours for course** – 3

**Course Catalog Description** - An in-depth study of the skills and techniques in managing early care and education programs, including legal and ethical issues, personnel management, team building, leadership, conflict resolution, stress management, advocacy, professionalism, fiscal analysis, technical applications in programs and planning parent education/partnerships.

List Lab/ Other Hours
Lab Hours 2
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Prerequisites/Co-requisites** - Approval of program coordinator.

**Prepared by** Mushira Shamsi

**Date** 3/31/2015

**Reviewed by Department Head** Barbara S. Lynn

**Date** 06/19/2015

**Accuracy verified by Division Chair** David Kucera

**Date** 7/10/2015

**Approved by Dean or Vice President of Instruction** Leigh Ann Collins

**Date** 12/3/15



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

1. Legal/Ethical Issues in Administering Programs for Children
2. Personnel Management
3. Conflict Resolution in Programs for Children
4. Stress Management for Self and Staff
5. Advocacy for Young Children and their Families: The Director’s Role
6. Professionalism in the Administration of Programs for Children
7. Program Fiscal Analysis
8. Parent/Family Education
9. Creating and Maintaining Partnerships with Families
10. Application of Technology to Programs for Children
11. Leadership models; evaluation of one’s leadership skills
12. Current Issues in the Effective Administration of Programs for Children
13. And any other topics deemed relevant by the instructor

These topics are introduced in 2 lecture hours and are reinforced through 2 lab hours/week (32 total lab hours for the semester).

National Association for the Education of Young Children Standards measured in this course:

1. Promoting child development and learning
2. Teaching and learning
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

**II. Course Learning Outcomes**

<b>Learning Outcomes</b> Upon successful completion of this course, students will:	<b>Methods of Assessment</b>
<ol style="list-style-type: none"> <li>1. Discuss codes of ethical conduct;</li> <li>2. Explain the administrator's role in advocacy;</li> <li>3. Describe interpersonal management skills;</li> <li>4. Explain legal issues;</li> <li>5. Evaluate parent involvement strategies</li> <li>6. Reflect upon weekly topics relevant to the course content.</li> </ol>	<ol style="list-style-type: none"> <li>1.-7. Students will be assessed a class participation grade measuring their participation in group discussion and in class assignments</li> <li>1.-7. Students will submit a notebook of lab experiences and assignments that is graded according to a rubric; grade of 70 indicates mastery.</li> </ol>

<p>7. Utilize skills in speaking, writing, computation, and technical applications.</p>	<p>1.-5.7. Students will be evaluated in their lab experiences by the center director according to a departmental rubric.; grade of 70 indicates mastery</p> <p>1. -5. Students will complete a midterm (with a minimum of one essay question) and final exam (and other quizzes deemed necessary by the instructor) assessing course objectives. ( grade of 70 indicates mastery).</p> <p>6.Students will participate in a weekly, in-class journal reflection on the topic of study for the</p>
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**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Most recent edition of:

Hearron, P. F. & Hildebrand. V. (most recent edition). Management of child development centers, Upper Saddle River, NJ: Merrill Pren-Hall

Bredecamp & Copple (2009). Developmentally appropriate practices in programs serving children (3rd ed.) Washington, DC: NAEYC. ISBN 13: 9781928896647

**IV. Suggested Course Maximum - 35**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

None

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

After reading the text books and participating in class lectures and discussions, students will keep a record of their lab assignments in a binder or notebook that is graded according to a rubric and students are evaluated by the director of the external learning site on a departmental rating form so that the instructor can formulate the student’s lab grade.

The final calculations in the grade are

30%-Student term project of weekly lab assignments/ lab performance

20%-Students are evaluated according to their attendance and participation in class discussions and participation in weekly in-class reflections

50%-Written Tests (midterm with one essay question, final exam, and other tests deemed necessary by the instructor).

**Grading Scale**

A-90-100%

B-80-89%

C-70-79%

D-60-69%

F-59 and below

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.